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## SLD Determination – The Determination of an Academic Skill Deficit

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*The decision as to what constitutes a “significant” deficit is a complex one that requires a degree of professional judgment and must be based on valid and reliable data. In identifying the existence of SLD, a determination must be made that a student continues to have a significant academic skill deficit even after obtaining evidence of effective instruction in the general education classroom and the provision of targeted and/or intensive interventions.*

In order to determine the presence of an academic skill deficit, the student’s body of evidence must contain at least one individually-administered norm-referenced test in each of the 8 areas of SLD being considered. In addition, the body of evidence must contain all criterion referenced measures that are appropriate for the student’s grade level. Finally, when applicable, the body of evidence must include at least 6 grade level CBM scores for each area of SLD being considered when such CBMs are available. The parameters below are NOT intended to be absolute cut-points and the convergence of multiple sources of data needs to be considered by the IEP team.

### Individually- Administered Norm-Referenced (Targeted) Assessments

- Examples include CTOPP, Key Math, TOWL, etc. (see next page for recommended assessments)
- The body of evidence must include at least one individually-administered norm-referenced assessment in each of the 8 areas of SLD being considered
- The following results may be considered to represent a significant academic skill deficit:
  - Scores at or below the 12<sup>th</sup> percentile

### Criterion Referenced Measures (District and State Assessments)

- Examples include CSAP, DRA-2, SRI, Acuity, DPS Benchmark, STAR Assessments, etc.
- The body of evidence must include all criterion referenced measures that are appropriate for the student’s grade level
- The following results may be considered to represent a significant academic skill deficit:
  - Results that are at or below 50% of the grade level expectancy (for example, if the expectation is that a student answer grade level comprehension questions with 80% accuracy and a student’s accuracy through repeated trials is at 40% or less, then a significant deficit might be indicated)
  - Results that are 1.5 (or more) years below grade level expectations

### Curriculum Based Measurements (CBMs)

- Examples include the measures on DIBELS, AIMSweb, EasyCBM, and Intervention Central as well as those created by Denver Public Schools
- The following results may be considered to represent a significant academic skill deficit:
  - Results that include at least 6 grade level CBM data points that suggest significant gaps of 2 or more (using the gap analysis)

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- Results that include at least 6 grade level CBM data points that fall in the Well Below Average range according to the DPS CBM Benchmark Guidelines
- Results that include at least 6 grade level CBM data points that are at or below the 12<sup>th</sup> percentile based on national norms (e.g., AIMSweb Aggregate Norm Tables)

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### INDIVIDUALLY ADMINISTERED NORM-REFERENCED (TARGETED) ASSESSMENTS FOR EACH AREA OF SLD

*If there are 2 or more areas of concern, use the WIAT-III*

#### Oral Expression

- Clinical Evaluation of Language Fundamentals (CELF-4 and CELF-PS:2)
- Comprehensive Assessment of Spoken Language (CASL)
- Expressive One-Word Picture Vocabulary Test (EOWPVT)
- Oral and Written Language Scales (OWLS)
- Peabody Picture Vocabulary Test (PPVT)
- Preschool Language Scale (PLS-4)
- Test of Language Development (TOLD-4)
- Wechsler Individual Achievement Test (WIAT-III) – Oral Expression

#### Listening Comprehension

- Clinical Evaluation of Language Fundamentals (CELF-4 and CELF-PS:2)
- Comprehensive Assessment of Spoken Language (CASL)
- Oral and Written Language Scales (OWLS)
- Peabody Picture Vocabulary Test (PPVT)
- Preschool Language Scale (PLS-4)
- Test for Auditory Comprehension of Language (TACL-3)
- Test of Language Development (TOLD-4)
- Wechsler Individual Achievement Test (WIAT-III) – Listening Comprehension

#### Basic Reading Skills

- Comprehensive Test of Phonological Processing (CTOPP)
- Kaufman Survey of Early Academic and Language Scales (K-SEALS)
- Test of Silent Word Reading Fluency (TOSWRF)
- Test of Word Reading Efficiency (TOWRE)
- Wechsler Individual Achievement Test (WIAT-III) – Basic Reading Skills
- Word Identification and Spelling Test (WIST) – Word Identification and Sound-Symbol Knowledge

#### Reading Fluency

- Comprehensive Test of Phonological Processing (CTOPP) – Rapid Naming
- Gray Oral Reading Test (GORT-4) – Fluency
- Nelson-Denny Reading Test – Reading Rate
- Test of Silent Contextual Reading Fluency (TOSCRF)
- Test of Silent Word Reading Fluency (TOSWRF)
- Test of Word Reading Efficiency (TOWRE)
- Wechsler Individual Achievement Test (WIAT-III) – Reading Fluency

#### Reading Comprehension

- Nelson-Denny Reading Test – Vocabulary and Comprehension
- Test of Reading Comprehension (TORC-4)
- Wechsler Individual Achievement Test (WIAT-III) – Reading Comprehension

#### Written Expression

- Evaluation Tool of Children's Handwriting (ETCH)
- Oral and Written Language Scales (OWLS)
- Test of Early Written Language (TEWL-2)
- Test of Handwriting Skills, Revised (THS-R)
- Test of Written Language (TOWL-4)
- Wechsler Individual Achievement Test (WIAT-III) – Written Expression
- Word Identification and Spelling Test (WIST)

#### Mathematical Calculation

- Kaufman Survey of Early Academic and Language Skills (K-SEALS)
- Key Math-3
- Wechsler Individual Achievement Test (WIAT-III) – Numerical Operations and Math Fluency

#### Mathematical Problem Solving

- Kaufman Survey of Early Academic and Language Skills (K-SEALS)
- Key Math-3
- Wechsler Individual Achievement Test (WIAT-III) – Math Problem Solving

**INDIVIDUALLY-ADMINISTERED NORM-REFERENCED ASSESSMENTS**

*If there are 2 or more areas of concern, use the WIAT-III*

ASSESSMENT	GRADE/AGE	Oral Express.	Listening Comp.	Written Express.	Basic Reading Skills	Reading Fluency Skills	Reading Comp.	Math Calc.	Math Problem Solving
Clinical Evaluation of Language Fundamentals (CELF-4)	Ages 5-21	X	X						
Clinical Evaluation of Language Fundamentals-Preschool (CELF-PS:2)	Ages 3-6	X	X						
Comprehensive Test of Phonological Processing (CTOPP)	Ages 5-24				X	X			
Evaluation Tool of Children's Handwriting (ETCH)	Grades 1-6			X					
Gray Oral Reading Test (GORT-4)	Ages 6-18					X			
Kaufman Survey of Early Academic and Language Skills (K-SEALS)	Ages 3-6				X			X	X
Key Math-3	Ages 4:6-21							X	X
Nelson-Denny Reading Test	Grades 9-16, Adult					X	X		
Oral and Written Language Scales (OWLS)	Ages 3-21 (O) Ages 5-21 (W)	X	X	X					
Peabody Picture Vocabulary Test (PPVT)	Ages 2:6-90+		X						
Preschool Language Scale (PLS-4 or PLS-5)	Birth-6 (PLS-4) Birth-7 (PLS-5)	X	X						
Test for Auditory Comprehension of Language (TACL-3)	Ages 3-9	X	X						
Test of Early Written Language (TEWL-2)	Ages 3-10			X					
Test of Handwriting Skills, Revised (THS-R)	Ages 5-18			X					
Test of Language Development (TOLD-4)	Ages 4-17	X	X						
Test of Reading Comprehension (TORC-4)	Ages 7-17						X		
Test of Silent Contextual Reading Fluency (TOSCRF)	Ages 7-18					X			
Test of Silent Word Reading Fluency (TOSWRF)	Ages 6:6-17				X	X			
Test of Word Reading Efficiency (TOWRE)	Ages 6-24				X	X			
Test of Written Language (TOWL-4)	Ages 9-17			X					
Wechsler Individual Achievement Test (WIAT III)	Ages 4-50	X	X	X	X	X	X	X	X
Word Identification and Spelling Test (WIST)	Ages 7-18			X	X				